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ABSTRACT

Intended for administrators and staff members of programs that serve young handicapped children and their parents, the booklet provides descriptions of information gathering procedures useful in helping program personnel learn about and work with parents. The document is organized into three major sections: assessment of parent needs for information and assistance, assessment of parent change or progress, and assessment of parent reaction to program services for themselves and for their children. Each section begins with a brief introduction presenting suggestions and cautions concerning the assessment instruments. Within each section are a series of abstracts which describe an array of methods for gathering information. Abstracts contain the following information: title, author(s), source from which measure can be obtained, variables assessed, type of measure, respondent(s), description of measure (including sample items), and administration schedule. Twenty-one assessment instruments are covered, including Needs Assessment Inventory, Professional's Assessment of Parent Needs and Progress, Desired Parent Outcomes Rating Scale, Monthly Parent Advisor Evaluation Form, Parent/Family Involvement Index, Readiness Levels of Parents, Skills Inventory for Parents, Parent Attitude Assessment, and Parent Questionnaire--Preschool Handicapped Program. (SW)

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Gathering Information from Parents

Patricia Vandiviere and
Pamela W. Bailey

TADScripts '81

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INTRODUCTION

This TADScript was developed for administrators and staff members of programs that serve young handicapped children and their parents. It provides descriptions of information-gathering procedures useful in helping program personnel learn about and work with parents in three areas:

1. Assessment of parent needs for information and assistance
2. Assessment of parent change or progress
3. Assessment of parent reaction to program services for themselves and their children

Many of these instruments were developed by staff members of demonstration and outreach projects funded under the Handicapped Children's Early Education Program (HCEEP) of the Office of Special Education. Others were developed by professionals with a keen interest in programs for young children and their parents. All HCEEP projects which were funded during 1980-81 were invited to submit examples of instruments useful to them in any of the three areas. We reviewed submissions for clarity and potential usefulness to different types of programs. We also made an effort to review a range of instruments with different purposes and content. Many excellent instruments could not be included here because of space limitations or because they duplicated other instruments in approach or purpose. They have been placed in a resource file at TADS, however, and will be available to interested professionals. (Additional information on the instruments described herein, however, should be obtained by contacting the developers directly.) We are grateful for the excellent response from many, many projects.

ORGANIZATION

"Gathering Information from Parents" is organized into three major sections: Needs Assessment, Progress or Change, and Reaction to Services. Each section is opened with a brief introduction presenting suggestions and cautions for the reader concerning the instruments.

Within each section a series of abstracts describes an array of methods

for gathering information. Each abstract provides the following information:

- Title
- Author(s)
- Source from which measure can be obtained
- Variables assessed
- Type of measure
- Respondent(s)
- Description of measure (including sample items)
- Administration schedule

SECTION 1
NEEDS ASSESSMENT

Assessing the parent's need for information and other assistance is usually one of the first steps in building a relationship with a parent and planning program services. The instruments which are described here represent very different methods of needs assessment; however, all share the purpose of gathering information in a structured format to be used in planning services.

Any needs assessment instrument must correspond to the goals and capabilities of the program. It must also suit the parent's goals and abilities. One caution in conducting parent needs assessments is to avoid raising unrealistic expectations regarding what the program can do for mom or dad. Also, by keeping parent's resources and abilities clearly in mind, users of these tools will be able to avoid placing too much "pressure to achieve" on parents.

Program administrators also must be concerned with establishing a positive climate for the needs assessment. Focusing on parent strengths as well as needs, giving positive feedback during the needs assessment interview, and carefully explaining the purpose and intended outcome of the needs assessment are important factors to consider in planning and conducting this early step in developing service programs for parents.

NEEDS ASSESSMENT INVENTORY

Authors: Gilbert M. Foley, Luzviminda Parco, Thomas Evaul

Source from which measure can be obtained: Family Centered Resource Project
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606

Variables assessed: Family needs

Type of measure: Rating scale

Respondents: Social worker, members of professional staff

Description of measure: The "Needs Assessment Inventory" (NAI) is part of the Family Development Planning Manual. Data from the Inventory can be used in designing specific goals for the family.

The NAI consists of a list of descriptive statements about: "family environment, nutrition, medical needs, parent concept of child, parent's emotional well-being, parent as teacher, financial resources, marriage and family, and interview tone." Examples of statements found under various headings are:

Nutrition
- Adequate food available (quantity sufficient)
- Child receives supplements such as vitamins

Parent Concept of Child
- Speaks of child's handicapping condition
- Expects child to be cured

Marriage and Family
- Parents share child care
- Parents deal with conflict verbally

For each item, the user decides whether a qualitative or a quantitative rating is appropriate. The qualitative scale has five options which run from "poor" to "excellent." The quantitative scale's five options range from "never" to "always." The respondent notes areas with a large number of low ratings and focuses on them when planning a family's program. A form to summarize the data is provided.

Administration schedule: Information is gathered during the first few visits with the family--after there has been enough contact with family members to determine their needs.

PARENT APPRAISAL OF NEEDS

Author: Wendy Numata

Source from which measure can be obtained: Preschool Training Coordinator
Educational Service District 101
W. 1025 Indiana Avenue
Spokane, WA 99205

Variables assessed: Parent's needs and preferred method of training

Type of measure: Checklist with some open-ended questions

Respondent: Parent

Description of measure: The "Parent Appraisal of Needs" allows parents to identify the areas about which they would like more training or information and the ways they prefer to receive it. They are given a checklist of areas in which training is offered and are asked to select four. Examples of options are:

- General information concerning handicapping conditions
- Self-help skills for children, i.e., toileting, dressing, eating
- Information on child-related legislation, i.e., IEP meetings, Public Law 94-142

Parents are offered a variety of training methods to choose from, including: reading materials, opportunities to observe professionals at work, and classroom training.

Administration schedule: Parents complete the checklist when their children enter the program.

PARENT'S STRENGTHS AND NEEDS ASSESSMENT

Authors: Napa Infant Program staff members

Source from which measure can be obtained: Napa Infant Program
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928

Variables assessed: Parent's strengths and needs

Type of measure: Rating scale

Respondent: Parent

Description of measure: The "Parent's Strengths and Needs Assessment" may be used as both a way of pinpointing parent's needs and as an evaluation tool. The instrument measures parents' perceptions of thirty-five variables which concern education and family life. Mom or dad rate each variable according to its importance, their knowledge about it, their skill in the area, and the way they prefer to receive additional training. Examples of topics parents respond to are:

- How to have productive conferences with teachers
- Value of play
- Legal aid
- Genetic counseling
- How to advocate for your child

Administration schedule: Parents complete the scale soon after their children enter the program. A relationship between staff and parents should exist before the scale is used.

THE PROFESSIONAL'S ASSESSMENT OF PARENT NEEDS AND PROGRESS

Authors: Project RHISE/Outreach staff members

Source from which measure can be obtained: Project RHISE/Outreach
Children's Development Center
650 North Main Street
Rockford, IL 61103

Variables assessed: Parent needs

Type of measure: Rating scale

Respondents: Parent programmer, other professionals

Description of measure: This tool, which identifies parent training needs in nine areas, is first completed by several program professionals. Then the parent programmer summarizes all of the information collected by the professionals. In this way, the primary program needs of the parents are determined. The scale lists possible parent needs, such as:

- Understanding of normal child development
- Relationship with child
- Realistic outlook for child's future

Respondents are asked to rate the mother and father separately on each item. Possible ratings for the parent's needs are: "great, some, or none."

Administration schedule: The forms are completed at periodic intervals during the program year to assess parent progress in target areas. Reassessment in all areas occurs at least annually.

The initial assessment is completed by the staff member after interviewing the parents. Other assessments are completed after the respondent has had significant ongoing contact with the parents.

SECTION 2
PROGRESS OR CHANGE

The instruments described here, which are used for gathering information regarding changes in parents, represent a wide variety of content areas and data collection methods. Some focus on the attitudes of parents; others on parenting skills and behaviors.

We would like to offer several cautions regarding their use. These instruments are vehicles, first and foremost, for developing parent programs and building relationships with parents. Recording data should not interfere with these purposes. Also, professional judgment must be used in deciding whether to share instrument content or scores with parents. The developers of the Parent Behavior Progression (Bromwich, et al., 1981) present a strong argument against sharing their instrument in a WESTAR Series Paper (no. 2, July 1979).

These issues become especially important when instruments are used for program evaluation. Building solid parent-staff relationships and collecting data can be in balance only if program administrators are sensitive to the pressures evaluation instruments place on staff and parents. They must create a climate for positive relationships.

DESIRED PARENT OUTCOMES RATING SCALE

Authors: Project IMPACT staff members

Source from which measure can be obtained: Family Resource Center (FRC)
3930 Lindell Blvd.
St. Louis, MO 63108

Variables assessed: Parenting behaviors

Type of measure: Rating scale

Respondent(s): Staff therapist(s) assigned to the family

Description of measure: The "Desired Parent Outcomes Rating Scale" assesses the quality of parenting that a child receives at home. The rating should be done by one or more staff members assigned to the family.

The scale consists of eleven categories which include descriptions of parenting behaviors. Therapists rate each behavior on a four-part scale, indicating the consistency with which it occurs. The rating options are: "inappropriate," "beginning," "sporadic," and "adequate." A numerical value is assigned to each option, allowing a mean score to be determined for a specific category of behavior. The scoring sheet, which is presented along with the rating scale, is arranged in such a manner that a graphic display of change can easily be formed. Examples of categories and behaviors are:

Category: Parent expresses positive feelings toward child verbally and physically

Behaviors:
- Praises child when behavior is appropriate
- Initiates conversations with child

Category: Parent recognizes and responds appropriately to child's verbal and nonverbal expressions of needs and wants

Behaviors:
- Actively listens to verbal expressions
- Provides developmentally appropriate materials for child

The scale also includes some negative behaviors. The rating scale for these behaviors is changed to reflect the different orientation, but is otherwise consistent with the rest of the scale.

The staff member(s) assigned to the family completes the rating scale. After all the behaviors in each category are rated, a mean score is computed for each category. These means scores are subsequently averaged, yielding a numerical score for each single administration of the scale.

Administration schedule: The scale is completed prior to each Individual-Education-Program (IEP) or case-review meeting.

HOME OBSERVATION FOR MEASUREMENT OF THE ENVIRONMENT (HOME)

Authors: Bettye M. Caldwell and Robert H. Bradley

Source from which measure can be obtained: Robert H. Bradley
Center for Child Development and Education
University of Arkansas at Little Rock
33rd and University Avenue
Little Rock, Arkansas 72204

Variable assessed: Stimulation available in the child's early home environment

Type of measure: Observation/interview checklist

Respondents: Primary caregriver; interviewer/observer

Description of measure: The Home Observation for Measurement of the Environment is an instrument for measuring the child's early developmental environment. It is comprised of yes/no items designed to sample the social, emotional, and cognitive support available in the child's home.

The HOME is completed during a home visit when the child is awake and can be observed interacting with the primary caregiver. About two-thirds of the items can be scored by direct observation; the remainder are based on parental report. There is no standard interview procedure, although appropriate "probes" are suggested in the manual. The procedure takes approximately one hour to complete.

There are two forms of the HOME. One is designed for infants aged birth to three years, and consists of forty-five items grouped into six subscales. The second form, designed for preschoolers aged three to six years, contains fifty-five items grouped into eight subscales. Sample items from the Birth-to-Three form are given below:

- Subscale I. Emotional and Verbal Responsivity of Mother
  Mother responds to child's vocalizations with a verbal response.

- Subscale IV. Provision of Appropriate Play Materials
  Child has some muscle activity toys or equipment.

- Subscale V. Maternal Involvement with Child
  Mother tends to keep child within visual range and to look at him often.

Administration schedule: Within twenty days of the child and parent's admission to the program, the instrument should be completed. Then, after the parent has participated in the program for one year or upon leaving the program (if before the end of the first year), the forms should be completed again.

MONTHLY PARENT ADVISOR EVALUATION FORM

Authors: Project SKI*HI Outreach staff members

Source from which measure can be obtained: Dr. Tom Clark
Project SKI*HI Outreach
Department of Communicative Disorders
UMC 10, Utah State University
Logan, UT 84322

Variables assessed: Use of hearing aid; child's auditory, expressive language, and vocabulary development; parental competency in managing child's hearing aid and in encouraging language and auditory development

Type of measure: Observation/interview checklist

Respondent: Staff parent advisor

Description of measure: The "Monthly Parent Advisor Evaluation Form" is used to collect data on a monthly basis about a child's progress at home in hearing-aid use and auditory and language development. Parental behaviors which may affect the child's progress are also assessed. The instrument consists of a description of behaviors, some written as continuums, and the respondent is directed to check those that apply. Sample items from the form are given below:

- Parent reinforces the child for his responses to important sounds
- Parent can do completely correctly, the language skills of 1) dialogue, 2) child care activities...

Information is derived by questioning parents, charting parent performance during the home visit, or by accumulating data from the parent notebook.

Administration schedule: The form is completed after the last home visit of each month.

PARENT BEHAVIOR PROFILE

Authors: Esther Anderson and Sharon G. Jobson

Source from which measure can be obtained: The Me Too Program
655 Washington Street
Fairfield, CA 94533

Variables assessed: Parents' behavior toward their handicapped child

Respondent: Project staff member

Type of measure: Rating scale

Description of measure: The "Parent Behavior Profile" was developed to be used as a guide for the observation and assessment of the behavior of parents toward their handicapped infant or preschooler. The Profile lists behaviors in seven areas:

1. Organization of the child's home environment
2. Behavior management style
3. Interactions with child
4. Attitude and perceptions
5. Coping abilities and emotional well-being
6. Parent relationship to staff and program
7. Teaching style

The following behaviors are some of those listed under the heading, "Attitudes and Perceptions":

- Parent seems to be comfortable with and enjoys his/her child
- Parent speaks in positive tone about the child's needs and strengths
- Parent responds with sensitivity to child, not with ridicule or criticism

The respondent rates the parents on a five-point scale which indicates the frequency with which each behavior occurs in appropriate situations.

In developing the Profile, the authors have drawn from the works of Rose Bromwich (Parent Behavior Progression Scale), Bettye Caldwell (Home Observation for Measurement of the Environment), Jean Waltrip ("Skills Inventory for Parents"), and others.

Administration schedule: The checklist should be used when the parent comes into the program and at six-month or yearly intervals.

PARENT BEHAVIOR PROGRESSION (PBP)

Authors: Rose M. Bromwich, Ellen K. Khokha, L. Suzanne Fust, Eleanor Baxter, Dorli Burge, and E. Wallie Kass

Source from which measure can be obtained: In Working with Parents and Infants An Interactional Approach (1981)
University Park Press
300 North Charles Street
Baltimore, MD 21201

Variable assessed: Parenting Behavior

Type of measure: Checklist

Respondents: Educational or clinical staff members who have had time to establish a good relationship with the parents

Description of measure: The Parent Behavior Progression (PBP) consists of two forms: one for parents of infants between the ages of birth and nine months, the other for parents of children between the ages of nine and thirty-six months. Each form is divided into six levels of behavior, which are further divided into types of behavior, and then into specific descriptions of behavior.

On Form 2, for example, the first level of behavior is, "The parent enjoys her infant." Three types of behavior at this level are listed: "(A) Pleasure in watching infant; (B) Pleasure in proximity--including physical contact; and (C) Pleasure in playful or play interaction." Under each of these types several specific behaviors are listed, such as, "Parent gives evidence that she enjoys some aspects of the physical care of the infant." Respondents indicate whether or not the behavior is present. The response may be based on what the parent says in conversation with the staff or on direct observation of the parent with his or her infant.

No guidelines are given concerning the evidence necessary to credit the parent with a specific behavior. The authors suggest that these standards be set by the professionals using the checklist.

The PBP is to be completed by a project staff member without the parent being present. It is not to be used as a basis for questions in a formal interview or parent conference.

A manual accompanies the PBP which includes Forms 1 & 2, examples of the behaviors, and checklists for each form.

Administration schedule: The device should be completed only after a strong relationship has been established between program staff and parents.

PARENT/FAMILY INVOLVEMENT INDEX

Authors: John D. Cone, David DeLawyer, and Vicky Wolfe

Source from which measure can be obtained: Project C.H.A.R.T.
311 Oglebay Hall
West Virginia University
Morgantown, WV 26506

Variables assessed: Parental involvement in the education process

Type of measure: Observation checklist

Respondent: Teacher or teacher's aide

Description of measure: The purpose of this index is to assess the degree parents participate in the educational process of their handicapped child. The index assesses the involvement of both father and mother, unless there is only one parent at home.

The index is divided into twelve areas which range from parent involvement in the classroom to participation in fund raising. Under each area, characteristics are listed, and respondents are asked to indicate whether they apply to the parent. Examples of the items include:

- Parent completed screening/assessment device concerning child upon request by teacher.
- Parent has means to transport child to/from special education placement.
- Parent has volunteered at least once to assist in the classroom.

There are four possible responses to the items: Yes, the item is true, of the parent; No, the item is not true of the parent; S.I. (self-initiated), the item is true of the parent and the parent was responsible for initiating the behavior; and, N.A. (not applicable), the item does not apply to this parent or school situation. Case notes, records, and personal experience with the parent can be used in responding to the items.

Administration schedule: The "Parent/Family Involvement Index" is completed by the teacher or aide after at least six months of contact with the parents.

PARENT SCALES

Authors: Project RHISE/Outreach staff members

Source from which measure can be obtained: Project RHISE/Outreach
Children's Development Center
650 North Main Street
Rockford, IL 61103

Variables assessed: Parent attitudes and feelings

Type of measure: Rating scale

Respondent: Parent

Description of measure: The "Parent Scales" were designed to provide insight into the parent's feelings about: 1) child development; 2) his or her own child's developmental status and needs; 3) parenting skills; and 4) spouse's reactions to having a handicapped child.

The form, which is given to the parent to complete independently, consists of six statements, each followed by twelve (semantic differential) scales; for example:

> When I think of working with the medical professionals, doctors and nurses, who can help my child, I feel:
>
> hopeful ____:____:____:____:____:____:____: hopeless
>
> sad ____:____:____:____:____:____:____: happy

The words at each end of the scales represent extreme opposites. Parents are asked to indicate the location of their feelings on the continuum.

Administration schedule: The "Parent Scales" are completed by each parent at the time of entry into the program and annually thereafter.

PARENT SELF-APPRAISAL INVENTORY (PSAI)

Authors: Project KIDS staff members

Source from which measure can be obtained: Dr. Ruth Turner
Project KIDS
Special Education Department
Dallas Independent School District
Dallas, TX 75269

Variables assessed: Parent competencies (self-perception)

Type of measure: Self-assessment rating scale

Respondent(s): Parent(s)

Description of measure: The PSAI lists fourteen areas in which parents rate themselves using a three-level scale: strong, average, or weak. Included are statements concerning: care of the child's physical and emotional needs, behavior management, instruction, family life, and personal skills. The list was derived through a ranking procedure involving both parents and professionals. Some of those skills listed on the PSAI are:

- Knows and can recognize normal developmental progress
- Can give the child a stable home life
- Can get other family members involved in the care and education of the child
- Is aware of own feelings about the child and the child's handicap

The PSAI is both a measure of progress and a needs assessment tool. It includes an extensive list of suggestions for strengthening skills in each area.

The PSAI was the subject of a research effort which investigated, among other factors, the extent of agreement between parenting needs reported by parents on a self-appraisal inventory and the same needs as perceived by project staff. The results of the study indicated that the parents rated themselves significantly stronger in their competence than did teachers, although both placed the parents' competency levels at average or above for those areas investigated in the study.

Administration schedule: The rating scale is administered at the beginning and end of each academic year.

PARENT SKILLS ASSESSMENT

Authors: Early Intervention Program staff members

Source from which measure can be obtained: Early Intervention Program
515 South Sixth Street
Columbia, MO 65211

Variables assessed: Parent skills and abilities necessary for teaching children

Type of measure: Checklist

Respondents: Program staff members

Description of measure: The "Parent Skills Assessment" is divided into two parts. The first part deals primarily with center-based teaching skills. It was designed to measure parent progress, and it may be used in setting goals for parents. The second part concerns home-based teaching skills. Since the home-based section may be used in assessing the needs of parents, it also becomes a guide for working with parents. There is some overlap between the items on the two measures.

The tool is composed of lists of behaviors such as those that follow:

- Parent observes the center-based program
- Parent separates from the child
- Parent expresses understanding of classroom schedule
- Parent exhibits appropriate interactions with child during the home visit

The staff member who is rating the parent(s) does so by placing a +, 0, or - beside the item to indicate the amount of time (75-100%; 50-75%; less than 50%) the parent exhibits a behavior when the opportunity arises.

Administration schedule: Both portions of the instrument are administered at entry into the program.

READINESS LEVELS OF PARENTS

Author: Dick Rundall

Source from which measure can be obtained: Project RHISE/Outreach
Children's Development Center
650 North Main Street
Rockford, IL 61103

Variables assessed: Parenting skills and abilities primarily in relationship to the educational environment

Type of measure: Descriptive rating scale

Respondents: Case management team

Description of measure: The "Readiness Levels of Parents" assists in establishing appropriate expectations for parents, highlighting parent progress, and encouraging more parent involvement with intervention actions.

The instrument lists six levels of involvement with the child's education, ranging from "Attendance" to "Leadership." Within each level, characteristics are provided; for example:

Attendance Level

Life Style: neither crowded nor isolated living situation

Marital/Partner Status: stable relationship, free of frequent crisis or stress

Nuturing Behavior: looks, smiles, holds, talks, touches, comforts, and plays with child

Participation Level

Own child: parent works with own child with staff support

Emotional: parent emotionally stable and not "stuck" in grief process

Participation: parent spontaneously participates in activities at center

Techniques are listed for each level which staff members can use to help parents move from one level to the next. Items identified as absent from the parent's repertoire in each level may be used as goals.

Administration schedule: The instrument should be used when the parent initially comes into the program and periodically thereafter.

SCHMERBER ATTITUDINAL ASSESSMENT FOR PARENTS OF PRE-TERM OR HIGH-RISK INFANTS

Author: Ronald J. Schmerber

Source from which measure can be obtained: Pre-Start Program
Loyola University Stritch School of Medicine
2160 S. First Avenue
Department of Pediatrics
Maywood, Illinois 60153

Variables assessed: Parent attitudes

Type of measure: Rating scale

Respondent(s): Parent(s)

Description of measure: This instrument is designed to indicate the parent's reaction to a number of variables such as the hospital, child progress, other children, birth, friends, life, and parenthood. Each variable is listed on a separate page and is followed by seventeen seven-point (semantic differential) scales similar to the ones that follow:

hopeful _____:_____:_____:_____:_____:_____:_____: hopeless

hot _____:_____:_____:_____:_____:_____:_____: cold

happy _____:_____:_____:_____:_____:_____:_____: sad

Each parent is given a separate booklet containing the scales and is asked to complete the instrument quickly and independently. They are asked to indicate how strongly each word or concept is related to one end of the scale or the other. The terms used are specific to parents having infants in a special-care or high-risk nursery.

Administration schedule: The scales are administered at entry into the program and at one-, three-, and twelve-month intervals.

SKILLS INVENTORY FOR PARENTS (SIP)

Author: Jean B. Waltrip

Source from which measure can be obtained: Holly Rowe Priest
Child Development Resources
P.O. Box 299
Lightfoot, VA 23090

Variables assessed: Changes in parental skills in child care, teaching, and advocacy on behalf of the developmentally delayed child

Type of measure: Observation/interview form

Respondent: Project evaluator (interviewer/observer)

Description of measure: The "Skills Inventory for Parents" measures changes in skills that result from both group and individual programs offered to parents in a home-based prescriptive infant program. The Inventory also offers guidelines for setting behavioral goals for parents that can be addressed by program activities. These two functions provide means for evaluating programs for parents.

The SIP is divided into seven parts, each representing an area of parental skill that may affect the success of the program and/or the child's growth and well being. The seven areas are: parental knowledge of the programs, home visits and prescriptions, teaching skills, encouragement of language development, physical care, environment, and broker-advocacy. Under each of the seven headings are statements of desirable parent behaviors, some of which have been criterion-referenced. By either observation or interview, the person completing the Inventory determines the regularity (frequency) of each behavior and notes the information with the codes: consistently, often, or sometimes. Codes also are specified for situations in which the behavior has not yet been observed, is not applicable, or in which the parent has had no opportunity to develop the skill. This system allows parental needs to be identified and goals set.

The SIP also offers a system -- in the form of Parent Skills Worksheets-- for recording parent goals and progress toward them. The system allows project staff members to record the skill area, goal behavior, strategy for developing the skill, times during which the strategies will be employed, other involved persons, and progress toward the goal at the end of a specified time period.

Administration schedule: The initial skills review and goal selection process should begin after: (1) the second child assessment is completed (four months after program entry), (2) a child program has been planned, and (3) several weekly parent-staff contacts have been made. Subsequent reviews are conducted as necessary.

SECTION 3
REACTION TO SERVICES

The staffs of programs for young handicapped children usually communicate regularly with parents. For program evaluation, however, a special kind of communication must occur: parents must be asked what they think of the services provided for their children and for themselves by the project.

Most HCEEP Projects have developed forms for collecting parent reactions that are tailored specifically to their service-delivery systems. This section describes four such forms. They may be used as guides by program administrators developing evaluation forms to obtain information about their own parent programs.

PARENT ATTITUDE ASSESSMENT

Author: Thomas G. Roberts

Source from which measure can be obtained: The ECE-SMH Center
Department of Special Education
Arizona State University
Tempe, AZ 85281

Variables assessed: Parent attitudes toward program services, staff, their child, themselves, and their parenting abilities

Type of measure: Rating scale

Respondent(s): Parent(s)

Description of the measure: The "Parent Attitude Assessment' contains forty-one items which are rated by the parent on a four-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The items are not arranged by specific categories. Rather, they are presented in a sequence which begins with "distant" items regarding the program and staff and ends with "self" items regarding parenting and attitudes toward the child. Examples of items are as follows:

- The staff members who visit my home are informative and friendly.
- I feel there is a positive change in my child since entering the ECE-SMH program.
- I worry about my child's future.

Administration schedule: The scale may be administered as the information is needed.

PARENT QUESTIONNAIRE
PRESCHOOL HANDICAPPED PROGRAM

Authors: Center for Resource Management staff members

Source from which measure can be obtained: Amy L. Toole
Director, Preschool Program
Board of Cooperative Educational Services
Yorktown Heights, NY 10598

Variables assessed: Parent involvement in program, attitude toward services, perception of changes in child, program strengths and weaknesses

Type of measure: Questionnaire

Respondent(s): Parent(s)

Description of measure: The "Parent Questionnaire" allows parents to evaluate the program with anonymity in five major domains. The questionnaire consists of checklists, rating scales, and detailed instructions. For example, items found under the attitudes section are:

Attitudes

Please indicate your level of satisfaction with....

- Preschool Handicapped Program in general
- Effectiveness of staff
- Materials used
- Opportunities for your suggestions

Open-ended questions are asked regarding major program strengths, weaknesses, and recommendations for changes.

Administration schedule: The instrument is given at the end of the school year or upon termination of the child's enrollment in the program.

PARENT SATISFACTION RATING

Authors: John D. Cone, Annette Hanson, and Marilyn R. Frank

Source from which measure can be obtained: Project C.H.A.R.T.
311 Oglebay Hall
West Virginia University
Morgantown, WV 26506

Variables assessed: Parent satisfaction with program

Type of measure: Rating scale with three open-ended items

Respondent(s): Parent(s)

Description of measure: The "Parent Satisfaction Rating" consists of thirteen items rated on a six-point true/false scale. The items describe major program variables; for example,

- My child's IEP was clearly explained to me before I was asked to sign it.
- The staff was easy to talk with.
- I would recommend this program to other parents who have a child or children with special needs.

The instrument also includes open-ended items on special likes and dislikes about the program with an opportunity for additional general comments.

Administration schedule: The scale is given at the end of the school year.

PEECH PARENT QUESTIONNAIRE

Authors: PEECH Project staff members

Source from which measure can be obtained: Anna Marie Kokotovic
PEECH Project
Colonel Wolfe School
403 East Healey Street
Champaign, IL 61820

Variables assessed: Parent's satisfaction with program for child; their perception of the child's progress and the usefulness of parent involvement activities; level of parent involvement

Type of measure: Questionnaire

Respondents: Parents

Description of measure: The "Parent Questionnaire" is designed to assess parent's perceptions: (1) of the quality and impact of services provided to their children and (2) of their own involvement in the parent program. It consists of a series of Yes/No questions, rating scale items, and open-ended items describing child progress and parent involvement. Examples of parent involvement items include:

- Parent-Teacher Conference
- Group meetings with other parents
- Receiving a newsletter

Other questions probe parents' confidence in talking about and working with their children, and their levels of involvement and satisfaction with the program.

Administration schedule: This tool is used at the end of the school year or when the child departs from the program.